

**FINAL REPORT:  
THE NEBRASKA SURVEY OF SENSORY IMPAIRED  
CHILDREN AND YOUTH, 1982-83**





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FINAL REPORT

THE NEBRASKA SURVEY OF SENSORY IMPAIRED CHILDREN AND YOUTH, 1982-83

submitted by

The Gallaudet Research Institute  
Center for Assessment and Demographic Studies  
Gallaudet College  
Washington, DC 20002

to

Special Education Branch  
Nebraska Department of Education  
Lincoln, Nebraska

Summer, 1983

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1982-83 FINAL REPORT  
NEBRASKA SURVEY OF SENSORY IMPAIRED CHILDREN AND YOUTH

Introduction

In 1980, the Nebraska Survey of Sensory Impaired Children and Youth was established to identify sensory impaired children from birth through age 21 who reside in Nebraska. The project was initiated by the Nebraska Department of Education, Special Education Branch, which continues to provide the overall direction and guidance for the project. The Center for Assessment and Demographic Studies (CADS) at Gallaudet College's Research Institute collaborates in the project by conducting the data collection, establishing the computer files, and providing the data analysis. Each year detailed demographic information relating to the children's educational needs is sought in order to provide educational administrators and planners with data needed to improve the delivery and cost efficiency of educational services provided across the state.

This data-based management system has been maintained for three academic years. During the 1982-83 school year, information was collected on 938 hearing-impaired and/or visually impaired children. Highlights of the activities associated with the 1982-83 Nebraska Survey of Sensory Impaired Children and Youth are presented in this report. A discussion of the demographic characteristics of these children and of the various uses which have been made of the data management system are also presented in the following sections.



### Survey Design

#### Population

Information was sought on all children and youth in the 0-21 age range who have a sensory impairment and whose family's residence was in Nebraska. The term "sensory impairment" was defined as "a hearing impairment and/or visual handicap which, even with best correction, adversely affects the individual's educational performance."

#### Variables

The information sought on these sensory impaired children included items significant to the provision of educational services:

- demographic characteristics of the child (including name, residence, sex, birthdate, and race);
- descriptors of the child's educational program;
- status of the child's hearing;
- status of the child's vision; and,
- the presence of other educationally significant handicaps.

Measures of academic achievement were obtained through use of the Special Edition for Hearing Impaired Student of the Stanford Achievement Test and the large print and braille forms of the regular edition of the Stanford Achievement Test.



Methodology

All Local Education Agencies (LEAs) in the state were surveyed to ascertain which agencies were responsible for sensory impaired children (See Appendix 1.) Each LEA with sensory impaired children was then asked to complete an individual questionnaire on each such child residing within its jurisdiction (Appendix 2). Each LEA was requested to report both those children actually served within the LEA and those who had been referred to other sites for service (e.g., the Nebraska School for the Visually Handicapped or the Nebraska School for the Deaf). The information which was obtained was processed onto a computerized data file for retrieval and analysis.

Confidentiality

In this, as in all its projects, CADS gives utmost attention to protecting the confidentiality of its sources in all phases of data collection, analysis, and utilization. The CADS staff involved in the data processing have signed oaths of confidentiality, and, throughout the project, additional safeguards are used to control access to the computerized data files. The procedures employed ensure that no information can be released that will permit identification of an individual student or program, except to authorized persons. The respondents to the survey were notified of this underlying principle in correspondence, and a confidentiality statement appeared on each survey form.



### Summary of Activities

#### Activities by Objectives

The Nebraska Survey of Sensory Impaired Children and Youth is an active collaboration among the CADS staff, the members of the Special Education Branch at NDE, and educational personnel across the state who are involved in the provision of services to sensory impaired children. The major activities associated with the survey are summarized under the five major objectives of the project, listed below. A chronological listing of the activities is found at the end of this section.

**Objective 1:** To maintain contacts with appropriate Local Education Agencies identified by the NDE Special Education Branch to ascertain if they serve sensory impaired students.

Staff members at NDE reviewed and made the necessary additions and corrections to the computerized mailing list of LEAs which had been established by CADS during the previous year of survey activities. These revisions were then made to the address file. The final mailing list for the 1982-83 survey consisted of 431 LEAs (TABLE 1).



TABLE 1: NUMBER AND PERCENTAGE OF LEAs RESPONDING TO  
NEBRASKA SURVEY, 1982-83

	RESPONSES NUMBER	PERCENT
<b>TOTAL LEAs CONTACTED</b>	<u>431</u>	<u>100%</u>
<b><u>LEAs not reporting sensory impaired children, 1981-82</u></b>	<u>256</u>	<u>59%</u>
Reporting sensory impaired children for 1982-83	36	8%
Reporting no sensory impaired children for 1982-83	146	34%
Not responding, 1982-83	74	17%
<b><u>LEAs reporting sensory impaired children, 1981-82</u></b>	<u>175</u>	<u>41%</u>
Reporting sensory impaired children for 1982-83	150	35%
Reporting no sensory impaired children for 1982-83	13	3%
Not responding, 1982-83	12	3%

Of these 431 LEAs, 256 had indicated during the previous school year, 1981-82, that they were responsible for no sensory impaired children. These LEAs were sent a special letter and a brief form (Appendix 1) to question whether there were sensory impaired children residing in their district during the 1982-83 school year.



**Objective 2: To collect demographic information on sensory impaired children -- information which is significant in the provision of services to this population.**

A comprehensive questionnaire was designed by CADS and NDE to gather the information needed by educational planners in Nebraska (Appendix 2). The form was to be completed by persons in those agencies responsible for providing educational services to sensory impaired children. For ease in processing, the questionnaire was printed on sheets which could be optically scanned. Information reported the previous year and maintained in the data management system was pre-printed on the forms which were sent to the LEAs. The persons completing the survey forms were asked to update and correct the pre-printed information and to respond to a few new questions which had been added to the form.

Those 175 LEAs which had reported sensory impaired children during the last school year were contacted and were sent a pre-printed form for each child they had reported during the 1981-82 school year. The LEAs were asked to indicate whether each such child was still a resident of the district and, if so, to update the pre-printed information and supply any information that was missing.

All information had to be provided for students being reported by an LEA for the first time. A supply of blank forms was provided for use in reporting information on students new to the LEA. All LEAs which had not previously reported having sensory impaired children but which had indicated that they were newly responsible for sensory impaired children this academic year were sent a supply of blank forms to complete.



Although it is the responsibility of the LEA to report sensory impaired children residing in its district, some LEAs had previously not reported children who were being served at a special school outside the district — e.g., the Nebraska School for the Deaf (NSD) or the Nebraska School for the Visually Handicapped (NSVH). In an attempt to ensure that all sensory impaired children were included in the project, both NSD and NSVH agreed to complete survey forms on all children enrolled in their programs. For some children at these facilities, two forms were returned to CADS for processing: one from the LEA and one from the special school. Through a variety of editing procedures, CADS staff deleted the duplicate records. This phase of the data collection effort helped assure maximum coverage of the student population by the data management system.

To increase the response rate to the survey, repeated follow-up letters and phone calls were made to LEAs during all phases of the project. Most of these contacts were made by personnel at CADS, but NDE Special Education Branch staff assisted when specific questions required their attention.

During this academic year, a substantial effort was made to have all visually handicapped children reported to the survey. It was suspected that this population had been under-reported during the two previous years of data collection. The details of the procedures followed in this aspect of the project are reported in a later section.



In addition to the demographic information which was collected on sensory impaired children, descriptors of educational assessment were also sought. The Special Edition for Hearing Impaired Students of the Stanford Achievement Test was used with the hearing-impaired students; the large-print and braille editions of the Stanford Achievement Test were used with visually handicapped students. Information on the availability of these instruments was disseminated to the LEAs; subsequent orders for these materials were processed by CADS. All test materials (including screening tests, test booklets, administration manuals, and scoring services) were provided to the educational programs without charge under the terms of the contract. A detailed discussion of the participation in the achievement testing component of the project and the services provided are presented in another section of this report.

Objective 3: To process the data collected into a computerized form for later analysis.

The computerized mailing list of over 400 LEA officials responsible for the provision of services to sensory impaired children is updated throughout the twelve months of the contract period. The initial list is revised at the start of the school term to reflect current personnel and locations. During the course of the survey activities, the LEAs notify the CADS staff of changes in addresses or personnel; these revisions are made immediately in the computer file so that a current listing is always available to the NDE Special Education Branch.



A variety of editing procedures are undertaken as the survey forms are returned to CADS, including a review of each individual student questionnaire to ascertain if questions have been fully answered. In cases where entire sections have been left unanswered, CADS staff members telephone the responsible LEA to try to determine the reason for incomplete reporting. Forms are also reviewed to make sure they have been properly completed to meet the requirements for optical scanning.

All of the information collected through the various surveys is processed utilizing Gallaudet College's Digital Equipment Corporation DEC-System 1080/KL-10 time-sharing computer. Most of the information on the forms is optically scanned, using a Sentry 7001. Name data and other "write-in" information which can not be scanned were entered into the computerized data base through key-to-disk processing at CRT terminals. Finally, additional verification and editing procedures are conducted on the computerized data file to assure an accurate data base prior to analysis. All the computer programs necessary for data processing and analysis have been developed by CADS programming staff.

The Psychological Corporation's Scoring Center in Iowa City, Iowa, machine-scores the Special Edition for Hearing Impaired Students of the Stanford Achievement Test. A magnetic tape of the results is then processed by CADS to produce the student score reports.

**Objective 4:** To analyze the computerized data files to provide readily available information to the NDE Special Education Branch staff.



NDE Special Education Branch staff and CADS personnel held meetings and discussions during the contract period to review the status of the data management system and to determine the most appropriate and meaningful ways to analyze the data to meet NDE program planning needs. NDE required a series of specific data reports which were to be utilized by a wide range of persons at the state and local levels. (Additional details and descriptions of these reports are provided in the section "Survey Reports and Uses.")

In addition to providing these pre-planned analyses, CADS programmers and analysts were available to provide access to the data management system whenever the need arose. When an authorized NDE staff person needed access to information which was contained on the file, the data request was directed to CADS and was processed immediately. Through this almost instant access to the data management system, educational planners were able to retrieve required information as needed.

Objective 5: To disseminate the results of the data analysis to a wide variety of users as deemed appropriate by the NDE.

Data was disseminated through various means. A newsletter (Appendix 5) designed and written by CADS and NDE Special Education Branch staff was distributed to all LEAs. It also was made available to individuals at conferences attended by CADS and NDE personnel and was distributed by various Gallaudet agencies. Presentations on the survey and the highlights of the data have been made to staff at the Nebraska School for the Deaf, the



Nebraska School for the Visually Handicapped, and the Nebraska Department of Education. In addition, reports on the survey have been made at a number of national and regional conferences attended by CADS and NDE staff members.

Also, additional copies of the Final Report of the 1981-82 Survey were prepared for distribution during the 1982-83 contract year. Requests for this publication came not only from data users in Nebraska but from interested people across the nation and overseas. Among the groups and persons requesting copies were other regional service centers, state special education offices, and educational researchers.

Activities by Month

The following is a chronological listing of the 1982-83 survey activities:

1982

July	Reviewed and updated computerized mailing list of LEA contacts.
August	Met with NDE staff to develop questionnaire and survey materials; established survey design and schedule of activities.
September	Printed Trans-optic student questionnaires. Designed, wrote, and printed newsletter. Prepared cover letters for survey mailing.
October	Assembled Individual Student Reports and explanatory materials for distribution to LEAs. Wrote computer programs for pre-printing questionnaires.



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November	Contacted LEAs not previously reporting sensory impaired children to determine if they now serve this population. Distributed student questionnaires to LEAs for updating information on sensory impaired students reported in 1981-82. Revised mailing list of respondents as information was returned to CADS. Disseminated Newsletter to LEAs.
December	Distributed additional student questionnaires to LEAs requesting them. Prepared follow-up mailing materials for those LEAs which had not responded to the initial mailing. Began distribution of Stanford Achievement Test for Hearing Impaired Students materials.
<u>1983</u>	
January	Telephoned respondents when additional information was required. Sent follow-up mailings to non-respondents. Began processing student questionnaires as they were returned to CADS.
February	Began distribution of large-print and braille editions of Stanford Achievement Test materials for the visually handicapped population. Distributed additional survey forms as requested by LEAs responding to follow-up mailings. Completed computer programs for optical scanning of data. Verified NSD and NSVH enrollments with student counts from the LEAs. Initiated procedures to locate additional visually handicapped students suspected to be served in LEAs but not yet reported to the survey.
March	Provided NDE with necessary analysis of information for American Printing House Registration. Began scoring of SAT-HI documents as they were returned to CADS. Continued processing of incoming student questionnaires.
April	Completed editing and optical scanning of student questionnaires. Scored additional SAT-HI tests. Met with NDE personnel at CADS to review project status and to instruct staff on retrieval of information from the computerized data base management system.



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April, '83 (cont.) Presented highlights of the 1982-83 survey activities to NSD staff.  
Met with NSVH personnel to review uses of the data base and availability of services.  
Attended meetings with NDE officials to review project and its applications.

May Completed final editing and verification of the computerized data file.  
Wrote computer programs necessary for data analysis.

June Analyzed data base and prepared a variety of data reports.  
Prepared final report for NDE.



### Demographic Survey Findings

A wide variety of data analyses have been completed on the information in the data management system. A discussion of some of these analyses and the findings is presented below. Among the topics covered are the changes in the size of the sensory impaired population reported to the Nebraska Survey over three years, the non-response rates for the information sought, student mobility, highlights of the demographic characteristics of the current student enrollment, and participation in the assessment activities offered for visually handicapped and hearing-impaired children.

#### 1982-83 Survey Participation

During the three-year period the project has been in operation, there has been a continuous increase in the number of sensory impaired children reported to the survey. In 1980-81, 844 children were identified; in 1981-82, 888 children; and this year, 938 children. This growth represents an 11% increase in the size of the population identified over the three years of data collection.

Of this year's 938 children, 57% (532) had only a hearing impairment; 33% (305) had only a visual handicap; and 9% (89) were both hearing and visually handicapped. There were 12 children for whom a survey form was returned but for whom the type of sensory impairment was not specified (Table 2).



TABLE 2: COMPARISON OF THE SENSORY IMPAIRED COUNTS  
IN NEBRASKA OVER THREE YEARS

Sensory Impairment	1982-83		1981-82		1980-81	
	Number	Percent	Number	Percent	Number	Percent
<u><b>TOTAL</b></u>	<u><b>938</b></u>	<u><b>100%</b></u>	<u><b>888</b></u>	<u><b>100%</b></u>	<u><b>844</b></u>	<u><b>100%</b></u>
Hearing Impaired Only	532	57%	562	63%	546	65%
Visually Handicapped Only	305	33%	254	29%	238	28%
Hearing & Visually Handicapped	89	9%	54	6%	32	4%
Sensory Impaired but Type of Impairment Not Specified	12	1%	18	2%	28	3%

Since last year's survey, there has been a slight decrease in the number of children with only a hearing impairment — 562 children in 1981-82 compared to 532 for the 1982-83 school year. However, the number of children with a visual handicap only and that of children with both hearing and visual handicaps were larger for the current school year; these two categories had increased by a total of 86 children. Appendix 10 lists all of the LEAs which reported sensory impaired children to the Nebraska Survey.



Special Follow-up on Suspected Visually Handicapped Children

A priority of the Nebraska State Survey of Sensory Impaired Children and Youth during the 1982-83 school year was to identify a larger portion of the visually handicapped population. CADS and NDE made a concerted effort to increase the reporting of students with visual handicaps.

A special memo from the State Consultant for the Visually Handicapped at the NDE Special Education Branch was included in the information packets which were distributed in the fall inviting LEAs to participate in the survey (Appendix 6). The memo highlighted the importance of reporting all visually handicapped children. LEAs were notified that the survey information would be used for completing the American Printing House (APH) Registration for the visually handicapped population. In the past, the APH Registration information has been gathered through other data collection efforts. Since reimbursement and eligibility for APH materials are determined through this registration, it seemed there would be an additional incentive for LEAs to complete a Nebraska Survey form on each visually handicapped child.

In January, verification activities were undertaken to determine if all known or suspected visually handicapped children had been reported into the Nebraska Survey. Staff at the NDE Special Education Branch compiled a master list of all children they were aware of who had a visual handicap. These children's names came from the 1981-82 Nebraska Survey, previous APH Registrations, and a variety of other data files kept at NDE. This alphabetical listing of 429 student names also showed the student's school district, county, and educational service unit, and the data file from



which the student's name was obtained. CADS personnel checked this list against all survey forms which had been returned for the 1982-83 school year. As of January, survey forms had been returned for 271 of the 429 children on the master list (Table 3).

Special follow-up procedures were conducted to obtain information on those 158 visually handicapped children on the master list for whom CADS did not have a current survey form. A letter from NDE (Appendix 7) was sent to the LEAs of children with a suspected visual handicap. (CADS staff prepared this mailing, but it was distributed by the NDE Special Education Branch.) The LEAs were asked to report the status of these children. If the child was still residing in the LEA and was verified to be visually handicapped, the LEA was asked to complete a survey form. If the child was not known or was no longer the responsibility of the LEA, the LEA administrator was asked to indicate that. Responses were forwarded to CADS for processing.

The response to this mailing was quite good; completed survey forms were returned for 75 children who were, in fact, visually handicapped and were still the responsibility of the contacted LEA. Fifteen children were reported not to have a verified visual handicap, and six children were no longer the responsibility of the contacted LEA. At the conclusion of the data collection activities for the 1982-83 school year, there were still 62 children for whom the visual handicap status could not be verified because there had been no response from the contacted LEA.



These efforts resulted in a 28% increase in the number of visually handicapped children identified by CADS and NDE. In 1981-82, a total of 308 visually handicapped children were reported to the Survey; in 1982-83, 394 such children were reported.

TABLE 3: NUMBER AND PERCENTAGE DISTRIBUTION OF RESPONSES TO EFFORTS TO INCREASE COVERAGE OF THE VISUALLY HANDICAPPED POPULATION

IDENTIFICATION EFFORT	NUMBER	PERCENT
Initial Master List of Visually Handicapped Children	<u>429</u>	<u>100%</u>
- Matches with 1982-83 survey forms completed in January	<u>271</u>	<u>63%</u>
- Follow-up forms distributed	<u>158</u>	<u>36%</u>
-- Completed survey form returned	75	(47%)
-- Child no longer verified as visually handicapped	15	(9%)
-- Child no longer a resident of LEA	6	(4%)
-- No response from LEA	62	(39%)

#### Quality of the Data

An important requirement for survey research design is that the information sought be known by or generally available to the respondents. The questions included on the Nebraska Survey form have been consistent over



the three years, with only minor revisions and the addition of a few questions. Data are reported in three categories of sensory impairment: "hearing impaired only" (children with a hearing loss but no visual handicap); "visually handicapped only" (children with a visual handicap whose hearing is normal); and "hearing and visually handicapped" (children who are reported to have both a hearing and a visual handicap).

As already mentioned, there were 12 children for whom a form was returned during the 1982-83 school year but for whom the basic information as to whether the child had a hearing and/or visual handicap was not reported. During the first year of the survey, this number was 28 children. The 12 children for whom sensory impairment was not specified have been omitted from all further tabulations and discussion of the data in this report.

The major variables for which data were sought and the non-response rates to the various questions are listed in TABLE 4. As can be seen, the non-response rates for most items have continued to decline over the three years. This may be attributed to improved record keeping by the LEAs and to their heightened awareness of the need for this information in educational planning.



TABLE 4: COMPARISONS OF NON-RESPONSES RATES TO SELECTED QUESTIONNAIRE ITEMS ON THE NEBRASKA STATE SURVEY OF SENSORY IMPAIRED CHILDREN AND YOUTH OVER A THREE-YEAR PERIOD

ITEMS	Hearing Impaired Only			Visually Handicapped Only			Hearing and Visually Handicapped		
	82-83 N=532	81-82 N=562	80-81 N=546	82-83 N=305	81-82 N=254	80-81 N=238	82-83 N= 89	81-82 N= 54	80-81 N= 32
	1%	1%	1%	1%	2%	2%	1%	6%	9%
Sex	1%	1%	1%	1%	2%	2%	0%	4%	13%
Age	2%	2%	6%	2%	2%	4%	0%	4%	13%
Ethnic Background	1%	1%	1%	0%	1%	2%	2%	0%	0%
Educational Program									
Special Education	4%	2%	2%	2%	3%	7%	6%	4%	0%
Regular Education	6%	3%	2%	3%	4%	3%	6%	9%	9%
Support Services	10%	27%	4%	7%	17%	4%	14%	17%	6%
Auditory Training	9%	3%	2%	6%	6%	7%	12%	6%	0%
Parent-Child Program	10%	4%	4%	12%	6%	5%	12%	4%	0%
Additional Handicapping Conditions	1%	2%	5%	0%	1%	3%	0%	2%	6%
Age at Onset of Hearing Loss	30%	34%	40%	—	—	—	34%	26%	34%
Cause of Hearing Loss	49%	52%	54%	—	—	—	42%	59%	63%
Year of Audiological Exam	11%	13%	19%	—	—	—	29%	39%	53%
Degree of Hearing Loss	2%	2%	7%	—	—	—	15%	13%	22%
Hearing Aid Use	1%	2%	7%	—	—	—	7%	6%	19%
Age at Onset of Visual Handicap	—	—	—	24%	26%	20%	47%	31%	22%
Cause of Visual Handicap	—	—	—	9%	10%	13%	37%	26%	41%
Visual Acuity Distance	—	—	—	47%	40%	76%	84%	65%	86%
Year of Visual Exam	—	—	—	17%	13%	13%	40%	28%	38%
Field of Vision Right	—	—	—	64%	66%	70%	61%	74%	84%
Left	—	—	—	64%	67%	71%	61%	74%	84%
Low Vision Exam	—	—	—	9%	6%	13%	34%	19%	44%



Highlights of the Demographic Data

In addition to the detailed data analyses which have been prepared for and previously sent to NDE Special Education Branch (see pages 33-37), a number of detailed tables and figures are found in Appendix 11. The following are some of the highlights of the data which appear in these tables and figures:

Almost 50% of the sensory impaired children were residents of three Educational Service Units: 233 children were reported from ESU 19 (Omaha School District); 113 from ESU 3 (Cass, Douglas, Sarpy, and Washington Counties); and 110 from ESU 18 (Lincoln School District). (TABLE A)

Males outnumber females in all three categories of sensory impairment. (TABLE B)

Ninety percent of the sensory impaired children reported are White; six percent are Black; and two percent are Hispanic. The remaining two percent were classified as "other minority status" or "multi-racial background." (TABLE C)

Seventeen year-olds constitute the largest single age group reported to the Survey — 73 students. (TABLE D). Figure 3 shows the age distribution for children by age groups.

Children with only hearing impairment were most likely to be receiving all or part of their education with non-handicapped students (57%). Fifty-two percent of the students with a visual handicap only and 25% of the students with both hearing and visual handicaps were reported in this setting. Almost two-thirds of the students who have both hearing and visual handicaps received only special education services. (TABLE E)

Nearly two-thirds of the children with only a hearing impairment and nearly three-fourths of the children with both hearing and visual handicaps were receiving speech and auditory training. As might be assumed, children with only a visual handicap were less likely to receive this type of service, although it was reported for one-third of the group. (TABLE F)

For all three categories of handicapped children who were in regular classes only, over half received no support services.



For those children receiving support services, interpreters were the most frequently reported support service for children with only hearing impairment (39 children); recorded materials were most often reported support service for children with only a visual handicap (31 children); and, tutors were the most widely reported specific support service for children with both hearing and visual impairments (4 children). (TABLE G)

Eighty-four percent of the children with both hearing and visual handicaps were reported to have additional educationally significant handicaps. Fifty-four percent of the children with only a hearing impairment or a visual handicap had additional handicaps. (TABLE H)

The onset of hearing loss was reported as "at birth" for a large majority of children with a hearing handicap only (69%) and for those with both hearing and visual handicaps (78%). (TABLE I)

Where the etiology of the hearing loss was known, heredity (21%), maternal rubella (14%), and otitis media (14%) were the most frequently reported causes of hearing impairment for children with only a hearing impairment. For children with both hearing and visual handicaps, otitis media (25%) and maternal rubella (19%) were the most often reported causes of hearing loss. (TABLE J)

About three out of four of all children with a hearing loss had been given an audiological examination as recently as 1981. (TABLE K)

Forty-five percent of the children with only a hearing impairment had hearing loss in the severe and profound ranges compared to 36% of the children with both hearing and visual handicaps. (Figure 3)

Eight out of ten visually handicapped children were reported to have lost their vision at birth. (TABLE O)

Nystagmus was the most frequently reported cause of visual handicap for children who had only a visual handicap (26%), and maternal rubella was the leading cause among children with both hearing and visual handicaps (14%). (TABLE P)

Fifty-one percent of the visually handicapped children had had a visual examination as recently as 1981. (TABLE Q)

Forty-six percent of the children with only a visual handicap were reported to have received a low vision exam; sixty-one percent of the children with both hearing and visual handicaps were tested. (TABLE S)



Distance vision results were not reported for a large proportion of the children, but of the information reported, almost 45% of the children with only a visual handicap were reported to have a loss in one or both eyes in the severe and profound ranges; 25% of the children with both hearing and visual handicaps had distance vision losses in these ranges. (TABLE T and TABLE U)

Sixty-three percent of the children with only a visual handicap were reported to use regular print materials in the classroom; 77% of the children with both hearing and visual handicaps used regular print as their reading mode. (TABLE V)

#### Enrollment Status and Mobility

One of the benefits of the Nebraska Survey and the data management system is that it is designed to allow updating of information on students previously reported into the system. For example, during the 1982-83 school year, LEAs simply updated information for 663 (75%) of the 888 children who were reported to the Survey in 1981-82 and who were still residing in the same LEA. New forms were completed for 275 children who either had not previously been reported into the data management system or had moved to a new LEA during the school year.

CADS staff reviewed the mobility status of previously reported sensory impaired children. When the LEA received a pre-printed data form in 1982-83 for a previously reported child, they were asked to indicate whether the child was still residing within the LEA. If the child was no longer their responsibility, they were asked to indicate the reason for the change. Two hundred twenty-five children who had been reported during the 1981-82 school year were no longer actively enrolled in the same LEA for the 1982-83 school year — 25% of the previous year's population (TABLE 5). Of this number, 41 children had moved to another LEA within Nebraska; 10



had moved out of state; and 7 had completed their course of instruction or had been dismissed from their program. Seventy-six pre-printed forms were returned, indicating the child was no longer the LEA's responsibility but providing no additional information. Ninety-one other pre-printed forms were not returned, and the status of these children is unknown.

TABLE 5: NUMBER AND PERCENTAGE DISTRIBUTION OF PREVIOUSLY REPORTED CHILDREN (1981-82) WHO ARE REPORTED NOT TO BE IN THE SAME LEA FOR THE 1982-83 SCHOOL YEAR

STATUS	NUMBER	PERCENT
Previously Reported Children Not Now in the Same LEA	<u>225</u>	<u>100%</u>
No Pre-Printed Form Returned	91	40%
Pre-Printed Form Returned with Indication of Change in LEA	<u>134</u>	<u>60%</u>
— Moved to another LEA*	41 (31%)	
— Moved out of state	10 (7%)	
— Graduated/Dismissed	7 (5%)	
— Details not provided	76 (57%)	

\*21 of these children were reported as new students for 1982-83 by their new LEA



### Assessment

The collection of standardized academic achievement test scores has been an important aspect of the survey since it was begun three years ago. When assessment data are linked to the demographic characteristics of students and educational program descriptors, the resulting information has many uses for program planning, program evaluation, and the monitoring of student progress. During the first and second years of the survey, assessment data were sought on hearing-impaired children eight years of age and older. Visually handicapped students were included in the assessment activities for the 1982-83 school year. The instruments used for collecting assessment data were the Special Edition for Hearing Impaired Students of the Stanford Achievement Test (SAT-HI) and, for visually handicapped students, the large print and braille editions of the Stanford Achievement Test. All materials necessary for administering and scoring the tests were provided by CADS to participating educational programs. These materials for hearing-impaired students included screening tests, test booklets and answer sheets, teacher administration manuals, and scoring keys. Computerized score reports were available to programs whose students took the SAT-HI. A sample score report is found in Appendix 9.

#### Hearing-Impaired Students — Assessment Activities

CADS is currently working on a three-year project, partially supported by the Special Education Programs of the U.S. Department of Education, to develop new administration and scoring procedures and to publish norms for hearing-impaired students for the newest edition of the



Stanford Achievement Test, the 1982 edition. The Nebraska School for the Deaf took part in the norming project conducted this spring. NSD tested 137 students with the 1982 edition of the Stanford. The NSD students tested were first given brief mathematics and reading comprehension screening tests. Based on their screening test scores, students were assigned to one of the six levels of the full battery of the test. (Students who screened into different levels for math and reading were given the appropriate level subtests indicated.) The full-battery tests were machine-scored by CADS, and computerized score reports were returned to NSD.

All of the other LEAs serving hearing-impaired students in Nebraska were given the opportunity to use the SAT-HI. The SAT-HI, which is widely used with hearing-impaired students across the nation, is based on the 1973 edition of the Stanford Achievement Test. Forty-one LEAs reported a total of 120 hearing-impaired students age-eligible for testing. (This number excludes those LEAs whose hearing-impaired children were being served at NSD and were tested there.) A total of 9 LEAs participated in the assessment activities, ordering test materials and/or utilizing the scoring services. Six LEAs ordered a total of 146 tests covering all six levels of the test. One of the large city LEAs ordered the majority of the tests (120). Five other LEAs accounted for the remaining 26 tests.

Five scoring dates were offered to LEAs: March 1, 15, and 30; and April 15 and 30. The majority of the tests were submitted for the April 15 scoring date. A total of 27 tests were machine-scored, and computerized score reports were returned to the participating LEAs.



With the introduction of the new norms for hearing-impaired students and the revised administration procedures for the new, 7th edition of the Stanford during the 1983-84 school year, testing participation in Nebraska will undoubtedly increase.

Visually Handicapped Students — Assessment Activities

All LEAs and the Nebraska School for the Visually Handicapped were offered the opportunity to obtain large-print and braille editions of the Stanford Achievement Test, 6th edition, for testing visually handicapped students. CADS obtained these testing materials from the American Printing House for the Blind.

CADS staff members phoned all programs which had indicated an interest in testing and took orders for materials. Program administrators assigned full-battery test levels according to each child's grade level and usual reading mode. Scoring keys were provided to enable the programs to hand-score the answer documents. (Machine-scoring is not available for these tests.)

As indicated in Table 6, 46 LEAs reported serving a total of 98 visually handicapped students in the testable age range. (Excluded are those LEAs which send their visually handicapped children to NSVH. Twenty children were tested at NSVH.) Of these 46 LEAs, nine ordered a total of 12 sets of SAT test materials through CADS (ten large-print editions and two braille editions).



The relatively low rate of participation in the assessment activities for the visually handicapped population may be because this was the first year that these services were offered this group of students. Also, several LEAs indicated that they were very interested in the testing option but did not have children who were old enough to test during the 1982-83 academic year.

TABLE 6: LEA PARTICIPATION IN ASSESSMENT ACTIVITIES FOR VISUALLY HANDICAPPED STUDENTS\*

TYPE OF PARTICIPATION	NUMBER OF LEAs	NUMBER OF STUDENTS
LEAs reporting age-eligible visually-handicapped students	<u>46</u>	<u>98</u>
— Ordered tests	9	12
— Did not participate	37	86

\*In addition, 20 students were tested at the Nebraska School for the Visually Handicapped.



### Survey Reports and Uses

The ultimate benefit and success of any data management system can be measured by the various uses which are made of the system. The reports which have been generated as part of the project are designed to be useful to a variety of personnel, ranging from those in the classroom to those with statewide planning responsibilities. Listed below are some of the specific reports and special tabulations which have been produced during the contract period.

Individual Student Profiles. An individual summary was prepared of the information submitted on each student reported to the Survey (Appendix 8). The student's identifying information (including name, home address, parents' names, and child's birthdate and sex) is shown in the summary; also shown are the responsible Local Education Agency, the site and types of educational services, and information on the child's hearing and/or visual handicap. These Individual Student Profiles were forwarded to the Nebraska Department of Education for use in reviewing individual student cases. Each LEA also received an Individual Student Profile on each child it reported to the Survey. This summary format should be useful as a tool for updating LEA files and as an easy reference source of information.



SAT-HI Student Score Reports. For those children who took the Special Edition for Hearing Impaired Students of the Stanford Achievement Test or the 1983 Stanford Achievement Test using the special procedures developed for testing hearing-impaired students, an individual score analysis was returned to the child's educational program (Appendix 9). These score reports include student's name, school, birthdate, age at testing, the test date, and the test level taken. The main body of the report lists each of the subtests taken by the student and divides these subtests into the various item groupings which make up the subtest, e.g., math computation is broken down into "knowledge of primary facts," "addition and subtraction," "multiplication and division," "common fractions," and "other operational models." Thus, a teacher who wishes to learn how an individual student is doing, not just in math computation in general but in multiplication and division specifically, can go to that section of the score report for a breakdown of the student's achievement in that area.

Shown on the report are the total number of questions on the subtest and item groupings, the number the student answered correctly, the number answered incorrectly, the number left blank, and the percentage answered correctly.



A second set of columns pertained to the subtests only and not to the subgroupings within the subtests. These columns listed:

- a. the scaled score, a special type of measurement result which permits analysis of a student's growth in a specific instructional area across battery levels and across years or different test administrations. Thus, if a teacher wishes to learn what kind of progress a student has made in math computation over a period of three years, an examination of the scaled score in this area over the yearly testing should be of great assistance in determining this progress or its lack.
- b. the grade equivalent score, which is a comparison of the student's score results on a particular subtest with hearing children who took the same level of the test. Although this grade equivalent score is familiar to most teachers and administrators, it should be used with great caution in regard to hearing-impaired youngsters since it reflects a comparison not based on age but on test level taken.
- c. the hearing impaired percentile rank, a comparison of the student's score results with hearing-impaired students of the same age who took part in the national achievement test standardization program in 1974.

#### Statewide Summary of All Sensory Impaired Children.

A 110-page computer tabulation of all information submitted on the 938 sensory impaired children in Nebraska was prepared and submitted to the Nebraska Department of Education. For each variable the responses provided were tabulated and the percentage distribution reported. This has proved useful for statewide planning purposes.



Analysis Reports by Major Categories of Sensory Impairment. Similar in content to the Statewide Summary, these analysis reports show the data according to the three major classifications of handicap: children with hearing impairments only, children with visual handicaps only, and children with both hearing and visual handicaps. These breakdowns have been of specific interest to the State Consultants with specific responsibility for one particular category of handicapped population.

Analysis Reports by 19 Educational Service Units (ESU). To aid those who monitor the delivery of services to handicapped children within Educational Service Units, reports were prepared showing the characteristics of the sensory impaired children in each of the 19 ESUs.

Nebraska School for the Deaf Report. The demographic characteristics of the hearing-impaired students attending the Nebraska School for the Deaf were tabulated and shown in comparison to the demographics of the hearing-impaired population across the state. This report was provided to the administrators of NSD and the NDE Special Education Branch.

Technical Report on Participation in Assessment Activities. The NDE staff were provided a technical report which detailed the LEAs' participation in the survey's assessment activities. This report highlighted those LEAs which ordered tests for



hearing-impaired and/or visually handicapped children, the levels and types of tests ordered, and the number of answer documents which were returned to CADS. This information will be useful in follow-up activities to increase participation in assessment activities across the state.

Special Tabulations Generated during the Academic Year. One benefit of the data management system is that it is maintained for ready access and retrieval of information at all times during the academic year. Thus, if the data needed for program planning has not already been presented in a printed or published report, the data management system can easily be tapped to obtain the needed information in the format which will best address the educational officials' needs. CADS staff responded to a number of such requests during the year. Listed below are some of the tabulations which were generated for NDE officials:

- Longitudinal report on children with only visual handicaps and those with visual and hearing impairments, 1980 to present.
- Special report for the Deputy Commissioner on children with hearing impairments who live in the western half of the state.
- Analyses of children with hearing impairments only and those with hearing and visual impairments, by age and ESU classification.
- Report on children with additional handicaps, by ESU.
- Tabulations on visually handicapped children and additional handicapping conditions.



- Name listings of visually handicapped children, by reading mode and visual examination results.
- Analyses of children with reported behavior impairments, by age, site of service, and LEA.
- Name listings of visually handicapped children, by reading mode and visual examination results.
- Report on educational support services for hearing-impaired students, by LEA providing services.



# NEBRASKA DEPARTMENT OF EDUCATION

Mailing Address: Box 94987 301 Centennial Mall South Lincoln, Nebraska 68509-4987  
Telephone: (402) 471-2295

September 17, 1982

TO: Nebraska School Superintendents and Designees  
FROM: *DMM* Donna M. McKinley, State Consultant for the Visually Handicapped  
SUBJECT: Registration of visually handicapped students

For the sole purpose of decreasing your paper work, the Nebraska American Printing House for the Blind Registration has been incorporated within the Nebraska Survey of Sensory Impaired Children and Youth. The APH annually requests the following information:

1. Student name
2. Name of school system in which student is enrolled
3. Student's school grade
4. Visual acuity
5. Primary reading medium

As you will note, the items listed above are included on the Nebraska Survey of Sensory Impaired which will allow the Nebraska Department of Education to complete the APH Registration.

Please continue to submit accurate and complete information on the Nebraska Survey. This will enable the Nebraska Department of Education to provide you with additional educational materials and resources for your visually handicapped students.

DMM/11d



# NEBRASKA DEPARTMENT OF EDUCATION

Mailing Address: Box 94987 301 Centennial Mall South Lincoln, Nebraska 68509-4987  
Telephone: (402) 471-2295

February 18, 1983

Dear Colleague:

The Nebraska Department of Education requests your assistance in compiling accurate demographic data on all visually handicapped students (0-21). Visually handicapped is defined as:

A visually handicapped (VH) child means one who has a visual impairment which, even with best correction, adversely affects the child's educational performance. A visual handicap encompasses the following:

1. "Legal blindness" means a central visual acuity of 20/200 or less in the better eye with correcting lenses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than twenty (20) degrees.
2. "Partial vision" means a visual limitation, generally 20/70 or less, constituting an educational handicap with print being used as the primary educational means.
3. "Blind" means a visual limitation constituting an educational handicap with the primary educational media being tactile and auditory.

Please mark the following, correct spaces and complete all appropriate enclosed survey form(s).

Completed form  
already mailed  
to CADS  
(Thanks)

Student does not  
have a verified  
vision handicap.

Student no longer  
the responsibility  
of this LEA/agency  
(Provide further  
information if known)

Anne Campbell  
Commissioner  
Box 94987  
Centennial Mall South  
Lincoln, Nebraska 68509

State Board  
of Education

Walter M. Thompson  
President  
Omaha, Nebraska 68045

Margaret Lockwood  
Vice-President  
100 Gentry Boulevard  
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Cynthia H. Milligan  
111 Street - Suite 102  
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James Monahan  
1 Service Life Building  
Omaha, Nebraska 68102

Helen Greene  
Rural Route 2  
Grand Island, Nebraska 68003

Sam W. Marshall, III  
2510 Arrowhead Road  
Grand Island, Nebraska 68801

Arlene Hart  
Route 2  
Grand Island, Nebraska 68874

William C. Ramsey  
6481 Cuming Street  
Omaha, Nebraska 68132



NEBRASKA STATE SURVEY  
SENSORY IMPAIRED CHILDREN AND YOUTH  
1982-1983 SCHOOL YEAR

185-501 (8000) AXTELL PUBLIC SCHOOL ADMINISTRATION  
AXTELL COMMUNITY SCHOOL

( ESU: 11 )

NAME:  
HOME ADDRESS: BOX 131  
AXTELL, NE 68924  
PARENT OR GUARDIAN NAME:  
SEX: MALE  
DATE OF BIRTH: 01-10-65

PRESENT GRADE LEVEL: GRADE 11  
RECEIVED SPECIAL ED SERVICE?: YES  
SPEC INSTR RECEIVED THROUGH: RESOURCE ROOM  
SETTING FOR SPECIAL SERVICE: STUDENTS W/VARIOUS HANDICAPS  
INTEGRATED w/NON-HCP?: YES  
SUPPORT SERV WHEN INTEGRATED: NOTE-TAKER  
TUTOR  
OTHER SUPPORT

SPEECH/AUD TRAINING?: NO  
PARENT/CHILD PROGRAM?: NO  
RESIDE AT SCHOOL?: NO, RESIDES AT HOME

ETHNIC BACKGROUND: WHITE

ADDIT. HANDICAPPING COND.??: YES  
SPECIFIC LEARNING DISABILITY

HEARING IMPAIRMENT?: YES  
AGE AT ONSET OF HEARING LOSS: AT BIRTH  
CAUSE OF HEARING LOSS: MATERNAL RUBELLA

AUDIO. FINDING DATE EXAM: -79  
HEARING LEVEL: 080 070 080 050 045 040  
ESTIMATE: MODERATE (41-55DB ISO)  
USE AUD TRAINER DURING INSTR? NO  
CURRENTLY WEAR HEARING AID?: YES  
AID CHECKED?: YES

VISUAL IMPAIRMENT?: YES  
AGE AT ONSET OF VISION LOSS: AT BIRTH  
CAUSE OF VISUAL IMPAIRMENT: CATARACTS  
MATERNAL RUBELLA  
RETINITIS PIGMENTOSA

DATE TESTED: 03-77  
VISUAL ACUITY DISTANCE NEAR  
(O.D.): 020/020 DNR -- PT - IN  
(O.S.): HM HM -- PT - IN  
(O.U.): 020/020 DNR -- PT - IN  
FIELD OF VISION - RIGHT EYE: NORMAL  
LEFT EYE: NORMAL

WEAR GLASSES?: YES  
LAST VISION EXAM - LAST 3 YRS?: TESTED, AIDS PRESCRIBED  
READING MODES: REGULAR PRINT

ORIENTATION & MOBILITY TRNG?: NO



**SAMPLE****OFFICE OF DEMOGRAPHIC STUDIES  
STANFORD ACHIEVEMENT TEST ANALYSIS**

EXAMINEE: NO ONE, John

BIRTHDATE: 6/6/66

TEST LEVEL: 3

TEST DATE: 3/3/78

SCHOOL: NO PLACE SCHOOL, NO PLACE, U.S.A.

AGE AT TESTING: 11

Subtest Area	No. of Items	Right	Wrong	Blank	Percent Right	Scale Score	Grade Equiv	H.L. Rank
VOCABULARY	37	18	19	0	48	115	2.0	78
Reading and Literature	13	4	9	0	30			
Nonfiction and Reference	6	2	4	0	33			
Mathematics and Science	9	4	5	0	44			
Social Science	9	8	1	0	88			
READING COMPREHENSION	70	41	29	0	58	136	3.4	81
Global Meaning	6	4	2	0	66			
Explicit Meaning	19	5	13	0	31			
Implicit Meaning	19	3	6	0	68			
Meaning Determined by Context	13	10	3	0	76			
Inferential Meaning	13	5	5	0	61			
MATHEMATICS CONCEPTS	32	20	12	0	62	151	4.7	83
Numbers	8	4	4	0	50			
Notation	11	6	5	0	54			
Operations	8	5	3	0	62			
Geometry, Measurement, Etc.	5	5	0	0	100			
MATHEMATICS COMPUTATION	40	16	2	22	40	151	4.5	59
Knowledge of Primary Facts	18	6	1	11	33			
Addition and Subtraction	9	5	1	3	55			
Multiplication and Division	13	5	0	8	38			
MATHEMATICS APPLICATION	28	22	6	0	78	151	4.6	82
Solution of One-Step Problem	7	7	0	0	100			
Analysis and Solution Design	13	10	3	0	76			
Measurement	8	5	3	0	62			
LANGUAGE	55	1*	1	53	1	55	1.0	1
Capitals, Punctuation, Usage	38	0	0	38	0			
Word Sensitivity	11	1	0	10	9			
Recognizing Complete Sentences	6	0	1	5	0			

\*This score is below what would be expected from pure guessing.



NEBRASKA SURVEY 1982-83  
IMPAIRMENT DISTRIBUTION

NAME OF LOCAL EDUCATION AGENCY	HEARING IMPAIRED	VISUALLY IMPAIRED	HEARING & VISUALLY IMPAIRED		TOTAL
			HEARING VISUALLY IMPAIRED	VISUALLY IMPAIRED	
Adams Public Schools	0	1	0	0	1
Albion Public School Administration	1	0	0	0	1
Alliance City Schools	1	1	0	0	2
Arapahoe Public School Administration	0	1	0	0	1
Arlington Public School Administration	1	0	0	0	1
Arnold Public Schools	2	0	1	1	5
Ashland Greenwood Public School	3	1	1	1	3*
Aurora Public Schools	0	1	1	1	1
Axtell Public School Administration	0	0	1	0	1
Battle Creek Public School Administration	1	0	0	0	1
Bayard Public School Administration	3	0	0	0	3
Beatrice Public Schools	1	6	0	0	7
Beatrice State Development Center	11	20	19	19	50
Beemer Public Schools	4	3	0	0	7
Bellevue Public School	10	8	0	0	18
Bellwood Public School Administration	1	0	0	0	1
Bethphage Mission	0	7	1	1	8
Big Springs Public Schools	1	0	0	0	1
Bloomfield Public School Administration	1	0	0	0	1
Bridgeport Public School Administration	0	1	0	0	1
Broken Bow Public Schools	1	0	0	0	1
Buffalo County Public School Administration	1	0	0	0	1
Burwell Community Schools	0	3	0	0	3
Butler County Public School Administration	0	1	2	2	3
Butte Public School Administration	0	1	1	1	2
Cambridge Public Schools	1	0	0	0	1
Cass County Public School Administration	0	1	0	0	1
Cedar Bluffs Public School Administration	1	0	0	0	1
Centennial Public School Administration	0	1	0	0	1
Central City Public School Administration	3	0	0	0	3
Central Elementary School	0	1	0	0	1
Chambers Public Schools	1	0	0	0	1
Chappell Public School Administration	0	1	0	0	1
Clarks Public School Administration	1	0	0	0	1
Clarkson Public School Administration	1	1	0	0	2
Clay Center Public Schools	0	1	0	0	1
Clearwater Public School Administration	0	2	0	0	2
Colfax County Public School Administration	0	1	0	0	1
Columbus City Schools	2	2	0	0	4
Cozad City Schools	1	1	0	0	2
Creighton Public Schools	6	0	0	0	6
Crete Public Schools	7	3	2	2	12
Custer County Public School Administration	0	1	0	0	1
David City Public Schools	0	1	0	0	1
Decatur Public School	0	1	1	1	2
District 38 Administration	3	3	0	0	6



NAME OF LOCAL EDUCATION AGENCY	HEARING IMPAIRED	VISUALLY IMPAIRED	VISUALLY IMPAIRED	HEARING &	
				TOTAL	
Dodge County Public School Administration -----	1	0	0	0	1
Douglas Public School Administration -----	1	0	0	0	1
Elkhorn Public Schools -----	4	0	0	0	4
Glenwood Public School Administration -----	0	0	0	0	1*
Glenwood Public Schools -----	0	1	0	0	2*
Emerson-Hubbard Community School -----	2	0	0	0	2
Exeter Public School Administration -----	1	0	0	0	1
Fairbury Public Schools -----	1	0	1	1	2
Falls City Public School Administration -----	0	1	0	0	1
Farnam Public School Administration -----	1	0	0	0	1
Food River Elementary School -----	0	1	2	3	3
Fort Calhoun Public School Administration -----	0	1	0	0	1
Franklin Public Schools -----	2	0	0	0	2
Freemont Public Schools -----	3	6	0	0	9
Friend Public School Administration -----	1	1	1	1	3
Geneva Public Schools -----	0	1	1	1	2
Genoa Public School Administration -----	1	0	0	0	1
Gering Public School Administration -----	2	1	1	1	4
Gordon Public School Administration -----	0	1	0	0	1
Gothengurg Public Schools -----	1	0	0	0	1
Grand Island Public Schools -----	18	11	1	1	31*
Gretna Public School Administration -----	4	0	1	1	5
Guide Rock Public School Administration -----	0	0	1	1	1
Harrisburg Public Schools -----	1	0	0	0	1
Hartington Public School -----	1	0	0	0	1
Harvard Public Schools -----	1	0	0	0	1
Hastings Public Schools -----	14	0	0	0	15*
Hemingford Public School Administration -----	0	1	0	0	1
Henderson Public School Administration -----	2	0	0	0	2
Holdrege Public School -----	2	2	0	0	4
Holt County Public School Administration -----	0	1	0	0	1
Hooper Elementary School -----	1	0	0	0	1
Howard County Public School Administration -----	0	1	0	0	1
Howells Public School Administration -----	1	0	0	0	1
Humphrey Public School Administration -----	1	0	0	0	1
Hyannis Rural High School -----	1	1	0	0	2
Jefferson County Public School Administration -----	1	0	1	1	2
Johnson-Brock Public School Administration -----	0	0	1	1	1
Kearney Public Schools -----	5	2	0	0	8*
Kimball Public School Administration -----	1	1	0	0	2
Lancaster County Public Schools -----	1	0	0	0	1
Laurel Public School Administration -----	1	0	0	0	1
Lexington Public Schools -----	3	0	0	0	3
Lincoln County Public School -----	0	0	1	1	1
Lincoln Public Schools -----	81	25	4	110	
Loomis Public School Administration -----	1	0	0	0	1
Louisville Public Schools -----	1	0	0	0	1
Lynch Public School Administration -----	1	0	0	0	1
Madison Public School Administration -----	0	1	0	0	1
Malcolm Public Schools -----	1	0	0	0	1



NAME OF LOCAL EDUCATION AGENCY	HEARING IMPAIRED	VISUALLY IMPAIRED	VISUALLY IMPAIRED	HEARING &	
				TOTAL	
Marquette Public School Administration -----	1	0	0	0	1
Maxwell Public School Administration -----	1	0	0	0	1
Maywood Public Schools -----	2	0	0	0	2
McCool Junction Public School Administration --	1	0	0	0	1
Medicine Valley Public School -----	3	0	0	0	3
Melbeta Public School Administration -----	1	0	0	0	1
Meridan Public Schools -----	0	0	1	1	1
Millard Public Schools -----	22	5	4	31	
Milligan Public Schools -----	2	0	0	0	2
Minature Public School Administration -----	2	2	0	0	4
Monroe Public School Administration -----	0	1	0	0	1
Morill Public School Administration -----	1	0	1	1	3*
Mullen Public School Administration -----	0	1	0	0	1
Murdock Public School Administration -----	0	1	1	1	2
Nance County Public School Administration -----	0	1	0	0	1
Nebraska City Public School Administration -----	2	11	0	0	13
Nemaha Valley Schools -----	1	0	1	0	2
Niobrara Public Schools -----	2	0	0	0	2
Norfolk Public School Administration -----	3	1	0	0	5*
Norris School District 160 Administration -----	1	0	0	0	1
North Bend Jr-Sr High School -----	2	0	0	0	2
North Platte Public School Administration -----	5	7	1	13	
Northwest High School -----	2	0	0	0	2
Odell Public Schools -----	1	0	0	0	1
Ogallala Public School Administration -----	3	0	1	1	4
Omaha Public School Administration -----	138	78	12	230**	
O'Neill Public Schools -----	1	0	0	0	1
Orchard Public Schools -----	1	0	0	0	1
Ord Public School Administration -----	3	0	0	0	3
Osceola Public School Administration -----	1	2	0	0	3
Osmond Public School Administration -----	0	1	0	0	1
Palmer Public School Administration -----	1	0	0	0	1
Papillion Public Schools -----	4	1	0	0	5
Penkelman Public Schools -----	0	0	1	1	1
Petersburg Public Schools -----	0	4	0	0	4
Pierce Public School Administration -----	2	2	1	1	5
Plainview Public Schools -----	0	5	0	0	5
Platte County Public School Administration -----	0	1	0	0	1
Plattsmouth Community Schools -----	1	3	0	0	4
Polk Public School Administration -----	2	0	1	1	3
Potter Public Schools -----	1	0	0	0	1
Ralston Public Schools -----	3	1	0	0	4
Randolph Public School Administration -----	0	0	1	1	1
Ravenna Public School Administration -----	3	0	0	0	3
Raymond Central School -----	3	2	0	0	5
Red Willow County Public School Administration	1	0	0	0	1
Sandy Creek Public School -----	0	1	0	0	1
Santee Public Schools -----	0	1	0	0	1
Saunders County Public School -----	1	1	0	0	2
Schuyler Central High School Administration -----	0	1	0	0	1



NAME OF LOCAL EDUCATION AGENCY	HEARING IMPAIRED	VISUALLY IMPAIRED	VISUALLY IMPAIRED	HEARING & TOTAL
Scottsbluff Public School Administration	5	3	1	9
Beward County Public School Administration	0	2	0	2
Beward Public School	1	0	0	1
Ghely Public School Administration	0	1	1	2
Sheridan County Public School Administration	1	0	0	1
Sidney Public Schools	2	2	0	4
Silver Creek Public School Administration	1	0	0	1
Snyder Public School Administration	1	0	0	1
South Sioux City Public School Administration	3	2	2	7
Springfield Public School Administration	2	3	0	5
St. Paul Public Schools	3	3	0	6
Stanton Public School Administration	2	1	0	3
Stapleton Public Schools	0	2	0	2
Stuart Public School Administration	0	0	1	1
Sutton Public Schools	1	0	0	1
Syracuse-Dunbar-Avoca Administration	1	1	1	3
Thedford High School	1	0	0	1
Trenton Public School Administration	1	0	0	1
Trumbull Public School Administration	0	1	0	1
Valley Public Schools	0	0	0	1*
Venango Public School Administration	0	0	1	1
Verdigre Public Schools	0	1	0	1
Wahoo Public School Administration	0	0	1	1
Wakefield Community School	1	0	0	1
Wallace Public School Administration	1	0	0	1
Wauneta Public School Administration	1	0	0	1
Waverly Public School	8	2	0	10
Wayne Public School	0	1	0	1
Weeping Water Public Schools	1	0	0	1
West Holt High School	1	1	2	4
West Point Public Schools	1	7	4	35
Westside Community Schools	24	0	0	2
Wheeler County Public School Administration	2	0	0	2
Wilber Public School Administration	1	1	0	2
Winnebago Public School	2	0	0	2
Wisner-Pilger Public Schools	2	0	2	4
Wynot Public School Administration	0	1	0	1
York Public Schools	1	0	0	1
Yutan Public School Administration	2	0	0	2
Ward for the State	0	0	2	2

53230589938 \*\*\*

\* 1 child was reported with no sensory impairment specified.

\*\* 2 children were reported with no sensory impairments specified.

\*\*\* Includes a total of 12 children for whom no sensory impairments were specified.



TABLE A

NUMBER AND PERCENTAGE DISTRIBUTION  
OF SENSORY IMPAIRED STUDENTS IN NEBRASKA  
BY EDUCATIONAL SERVICE UNIT: 1982-83

EDUCATIONAL SERVICE UNITS	TOTAL		HEARING IMPAIRED ONLY		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%	N	%
<b>TOTAL STUDENTS</b>								
ESU 1	21	2%	16	3%	4	1%	1	1%
ESU 2	42	5%	22	4%	13	4%	7	8%
ESU 3	113	12%	73	14%	31	10%	9	10%
ESU 4	21	2%	5	1%	13	4%	3	3%
ESU 5	14	2%	4	1%	7	2%	3	3%
ESU 6	48	5%	31	6%	13	4%	4	4%
ESU 7	32	3%	11	2%	17	6%	4	4%
ESU 8	33	4%	15	3%	15	5%	3	3%
ESU 9	23	2%	17	3%	4	1%	2	2%
ESU 10	62	7%	41	8%	18	6%	3	3%
ESU 11	11	1%	6	1%	4	1%	1	1%
ESU 12	8	1%	4	1%	4	1%	—	—
ESU 13	21	2%	12	2%	6	2%	3	3%
ESU 14	9	1%	5	1%	4	1%	—	—
ESU 15	9	1%	7	1%	1	0%	1	1%
ESU 16	27	3%	12	2%	11	4%	4	4%
ESU 17	—	—	—	—	—	—	—	—
ESU 18	110	12%	81	15%	25	8%	4	4%
ESU 19	233	25%	142	27%	78	26%	13	15%
LEA not part of an ESU	89	10%	28	5%	37	12%	24	27%



TABLE B

NUMBER AND PERCENTAGE DISTRIBUTION  
 OF SENSORY IMPAIRED STUDENTS IN NEBRASKA  
 BY SEX: 1982-83<sup>a</sup>

SEX	TOTAL		HEARING IMPAIRED ONLY		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%	N	%
<u>TOTAL</u> <u>STUDENTS</u>	<u>918</u>	<u>100%</u>	<u>527</u>	<u>100%</u>	<u>303</u>	<u>100%</u>	<u>88</u>	<u>100%</u>
Males	540	59%	287	54%	199	66%	54	61%
Females	378	41%	240	46%	104	34%	34	39%

<sup>a</sup>Excludes 5 students who have only hearing impairments, 2 students who have are visual handicaps, and 1 student who has both hearing and visual impairments, for whom data were not reported.



TABLE C

NUMBER AND PERCENTAGE DISTRIBUTION  
OF SENSORY IMPAIRED STUDENTS IN NEBRASKA  
BY ETHNIC ORIGIN, 1982-83<sup>a</sup>

ETHNIC ORIGIN	TOTAL		HEARING IMPAIRED ONLY		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%	N	%
<u>TOTAL STUDENTS</u>	<u>919</u>	<u>100%</u>	<u>528</u>	<u>100%</u>	<u>304</u>	<u>100%</u>	<u>87</u>	<u>100%</u>
White	827	90%	478	91%	268	88%	81	93%
Black	53	6%	27	5%	25	8%	1	1%
Hispanic	18	2%	10	2%	6	2%	2	2%
Other or multi- ethnic	21	2%	13	2%	5	2%	3	3%

<sup>a</sup>Excludes 4 students who have only hearing impairments, 1 student who has only a visual handicap, and 2 students who have both hearing and visual impairments, for whom data were not reported.



TABLE D

NUMBER AND PERCENTAGE DISTRIBUTION  
 OF SENSORY IMPAIRED STUDENTS IN NEBRASKA  
 BY AGE, 1982-83<sup>a</sup>

AGE	TOTAL		HEARING IMPAIRED ONLY		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%	N	%
<u>TOTAL</u> <u>STUDENTS</u>	<u>909</u>	<u>100%</u>	<u>521</u>	<u>100%</u>	<u>299</u>	<u>100%</u>	<u>89</u>	<u>100%</u>
Under 1 year	5	1%	—	—	4	1%	1	1%
1 year	13	1%	7	1%	6	2%	—	—
2 years	15	2%	7	1%	5	2%	3	3%
3 years	26	3%	12	2%	11	4%	3	3%
4 years	26	3%	11	2%	9	3%	6	7%
5 years	41	4%	23	4%	13	4%	5	6%
6 years	34	4%	23	4%	7	2%	4	5%
7 years	45	5%	26	5%	14	5%	5	6%
8 years	62	7%	30	6%	27	9%	5	6%
9 years	50	5%	29	6%	18	6%	3	3%
10 years	57	6%	34	7%	21	7%	2	2%
11 years	57	6%	35	7%	19	6%	3	3%
12 years	62	7%	40	8%	13	4%	9	10%
13 years	65	7%	39	8%	24	8%	2	2%
14 years	55	6%	31	6%	15	5%	9	10%
15 years	66	7%	43	8%	20	7%	3	3%
16 years	52	6%	25	5%	21	7%	6	7%
17 years	73	8%	43	8%	24	8%	6	7%
18 years	60	7%	41	8%	15	5%	4	4%
19 years & older	45	5%	22	4%	13	4%	10	11%

<sup>a</sup> Age as of December 31, 1982

<sup>b</sup> Excludes 11 students who have only hearing impairments, and 6 students who have only a visual handicap.



TABLE E

## NUMBER AND PERCENTAGE DISTRIBUTION OF TYPES OF EDUCATIONAL SERVICES RECEIVED BY SENSORY IMPAIRED STUDENTS IN NEBRASKA, 1982-83

EDUCATIONAL SERVICES	HEARING IMPAIRED ONLY		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY IMPAIRED	
	N	%	N	%	N	%
<u>TOTAL STUDENTS</u>	<u>535</u>	<u>100%</u>	<u>305</u>	<u>100%</u>	<u>89</u>	<u>100%</u>
Special Education Services Only	184	34%	127	42%	58	65%
Special Education — unknown if any regular classroom instruction	9	2%	4	1%	1	1%
Regular classroom instruction only	97	18%	58	19%	5	6%
Regular classroom — unknown if any special education	2	*	1	*	—	—
Both regular classroom and special education	207	39%	101	33%	17	19%
No regular classroom instruction and no special education services	11	2%	8	3%	3	3%
No special education — unknown if regular classroom instruction	1	*	—	—	—	—
No regular classroom instruction — unknown if special education	1	*	—	—	1	1%
Unknown services	23	4%	6	2%	4	5%

\*Less than 1%



TABLE F

NUMBER AND PERCENTAGE DISTRIBUTION  
 OF SENSORY IMPAIRED STUDENTS IN NEBRASKA  
 RECEIVING SPEECH AND AUDITORY TRAINING, 1982-83<sup>a</sup>

SPEECH AND AUDITORY TRAINING	TOTAL		HEARING IMPAIRED ONLY		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%	N	%
<u>TOTAL STUDENTS</u>	<u>836</u>	<u>100%</u>	<u>482</u>	<u>100%</u>	<u>276</u>	<u>100%</u>	<u>78</u>	<u>100%</u>
Receiving Training	458	55%	314	65%	88	32%	56	72%
Not Receiving Training	378	45%	168	35%	188	68%	22	28%

<sup>a</sup> Excludes 50 students who have only a hearing impairment, 29 students who have only a visual handicap, and 11 students who have both hearing and visual impairments, for whom data were not reported.



TABLE G

NUMBER AND PERCENTAGE DISTRIBUTION OF SUPPORT SERVICES PROVIDED  
TO SENSORY IMPAIRED CHILDREN IN NEBRASKA, 1982-83

EDUCATIONAL SERVICES	Hearing Impaired Only		Visually Handicapped Only		Hearing & Visually Impaired	
	N	%	N	%	N	%
Total receiving regular classroom instruction <sup>a</sup>	<u>305</u>	<u>100%</u>	<u>160</u>	<u>100%</u>	<u>22</u>	<u>100%</u>
Regular Classes Only	<u>96</u>	<u>32%</u>	<u>58</u>	<u>37%</u>	<u>5</u>	<u>23%</u>
No support services	74	76%	27	71%	3	60%
Interpreter	—	—	1	3%	—	—
Note taker	—	—	3	8%	—	—
Tutor	—	—	4	11%	—	—
Reader	—	—	4	11%	—	—
Braille	—	—	3	8%	—	—
Large print	—	—	17	29%	—	—
Recorded materials	—	—	10	26%	—	—
Use of Aides	4	4%	6	16%	—	—
Other support	4	4%	9	24%	2	40%
Data Not Reported	10	11%	7	18%	—	—
Regular and Special	<u>207</u>	<u>68%</u>	<u>101</u>	<u>63%</u>	<u>17</u>	<u>77%</u>
No support services	74	36%	27	27%	2	12%
Interpreter	39	19%	—	—	1	6%
Note taker	24	12%	2	2%	1	6%
Tutor	26	13%	12	12%	4	23%
Reader	1	1%	2	3%	1	—
Braille	—	—	19	19%	—	—
Large print	—	—	26	26%	2	12%
Recorded materials	3	1%	31	31%	—	—
Use of Aides	6	3%	11	11%	2	12%
Other support	35	17%	32	32%	6	35%
Data Not Reported	22	11%	3	3%	3	18%
Regular but unknown if Special Education Services	<u>2</u>	*	<u>1</u>	*	<u>0</u>	—
No support services	1	50%	—	—	—	—
Tutor	1	50%	—	—	—	—
Data Not Reported	—	—	1	100%	—	—

(No other specific support service were reported for these students.)

\* Less than 1%

\*\* Percents may not total 100% as multiple services were reported for some children.

<sup>a</sup> This excludes 21 children who are only hearing impaired, 4 who are only visually handicapped, and 6 child with both hearing and visual impairments for whom it was unknown if they were receiving special education services.



TABLE H

NUMBER AND PERCENTAGE DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS  
AMONG SENSORY IMPAIRED STUDENTS IN NEBRASKA, 1982-83<sup>a</sup>

ADDITIONAL HANDICAPS	TOTAL		HEARING IMPAIRED ONLY		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%	N	%
<u>TOTAL STUDENTS</u>	<u>915</u>	<u>100%</u>	<u>527</u>	<u>100%</u>	<u>300</u>	<u>100%</u>	<u>88</u>	<u>100%</u>
One or More Additional Handicaps	360	39%	127	24%	159	53%	74	84%
No Additional Handicaps	555	61%	400	76%	141	47%	14	16%
<u>Total Number of Conditions</u>	<u>915</u>		<u>527</u>		<u>300</u>		<u>88</u>	
Brain Damage or Injury	47	5%	6	1%	21	7%	20	23%
Epilepsy	72	8%	11	2%	36	12%	25	28%
Orthopedic	98	11%	15	3%	46	15%	37	42%
Cerebral Palsy	72	8%	16	3%	38	13%	18	20%
Heart Disorder	14	2%	3	1%	4	1%	7	8%
Other Health Impaired	40	4%	11	2%	14	5%	15	17%
Mental Retardation	196	21%	36	7%	105	35%	55	63%
Behaviorally Impaired	18	2%	5	1%	11	4%	2	2%
Specific Learning Disability	68	7%	45	9%	16	5%	7	8%
Other Handicaps	41	4%	22	4%	13	4%	6	7%

<sup>a</sup> Excludes 5 students who have only a hearing impairment, 5 students who have only a visual handicap, and 1 student who has both hearing and visual impairments, for whom data were not reported.



TABLE I

NUMBER AND PERCENTAGE DISTRIBUTION OF AGE AT ONSET OF HEARING LOSS  
AMONG HEARING IMPAIRED STUDENTS IN NEBRASKA, 1982-83<sup>a</sup>

AGE AT ONSET OF HEARING LOSS	HEARING IMPAIRED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%
<b>TOTAL STUDENTS</b>	<b>370</b>	<b>100%</b>	<b>59</b>	<b>100%</b>
At Birth	256	69%	46	78%
Under 1 year	29	8%	6	10%
1 year	21	6%	1	2%
2 years	26	7%	1	2%
3 years	11	3%	-	-
4 years	7	2%	1	2%
5 years	7	2%	-	-
6 years	3	1%	4	7%
7 years & over	10	3%	-	-

<sup>a</sup>Excludes 162 students who have only a hearing impairment and 30 students who have both hearing and visual impairments, for whom data were not reported or was unknown.



TABLE J

NUMBER AND PERCENTAGE DISTRIBUTION OF CAUSE OF HEARING LOSS  
AMONG HEARING IMPAIRED STUDENTS IN NEBRASKA, 1982-83<sup>a</sup>

CAUSE OF HEARING LOSS	HEARING IMPAIRED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%
<b>TOTAL STUDENTS</b>	<b>270</b>		<b>52</b>	
<b>Causes at Birth</b>				
Maternal Rubella	38	14%	10	19%
Trauma at Birth	8	3%	2	4%
Other Complications of Pregnancy	6	2%	3	6%
Heredity	58	21%	4	8%
Prematurity	9	3%	3	6%
Rh Incompatibility	4	1%	1	2%
Other	-	-	-	-
<b>Causes after Birth</b>				
Meningitis	35	13%	3	6%
High Fever	13	5%	2	4%
Mumps	1	*	-	-
Infections	12	4%	3	6%
Measles	3	1%	1	2%
Otitis Media	38	14%	13	25%
Trauma after Birth	4	1%	1	2%
Other	-	-	-	-

<sup>a</sup> Excludes 262 students who have only a hearing impairment and 37 students who have both hearing and visual impairments for whom a cause of hearing loss was not reported or was unknown.



TABLE K

PERCENTAGE DISTRIBUTION OF ALL STUDENTS IN NEBRASKA  
WITH HEARING IMPAIRMENT  
BY RECENCY OF AUDIOLOGICAL EXAMINATION, 1982-83<sup>a</sup>

<u>YEAR of AUDIOLOGICAL EXAM</u>	<u>HEARING IMPAIRED ONLY</u>	<u>HEARING and VISUALLY HANDICAPPED</u>
<u>TOTAL STUDENTS</u>	<u>100%</u>	<u>100%</u>
1983	1%	3%
1982	41%	52%
1981	35%	19%
1980	14%	16%
1979	6%	3%
1978	2%	3%
1977 or earlier	1%	3%

<sup>a</sup> Excludes 86 students with hearing impairment for whom data were not reported.



TABLE L

NUMBER AND PERCENT DISTRIBUTION OF ALL STUDENTS WITH A HEARING IMPAIRMENT  
BY DEGREE OF LOSS AND AGE, 1982-83<sup>a</sup>

AGE IN YEARS	ALL LOSSES		MILD < 41dB		MODERATE 41-55dB		MODERATE SEVERE 56-70dB		SEVERE 71-90dB		PROFOUND 91dB & above	
	N	%	N	%	N	%	N	%	N	%	N	%
<u>TOTAL ALL AGES</u>	<u>591</u>	<u>100%</u>	<u>172</u>	<u>100%</u>	<u>86</u>	<u>100%</u>	<u>73</u>	<u>100%</u>	<u>93</u>	<u>100%</u>	<u>167</u>	<u>100%</u>
Under 3 Years	15	3%	1	1%	0	-	1	1%	6	6%	7	4%
3 to 5	56	9%	9	5%	7	8%	9	12%	10	11%	21	13%
6 to 9	120	20%	42	24%	21	24%	15	21%	15	16%	27	16%
10 to 13	160	27%	59	34%	24	28%	18	25%	21	23%	38	23%
14 to 17	163	28%	44	26%	21	24%	19	26%	28	30%	51	31%
18 and over	77	13%	17	10%	13	15%	11	15%	13	14%	23	14%

<sup>a</sup>Includes students with only a hearing impairment and those with both visual and hearing impairments, but excludes 30 such students for whom age and severity of loss data were not reported.



TABLE M

NUMBER AND PERCENT DISTRIBUTION OF STUDENTS WITH A HEARING IMPAIRMENT ONLY  
BY DEGREE OF LOSS AND AGE, 1982-83<sup>a</sup>

AGE IN YEARS	ALL LOSSES		MILD < 41dB		MODERATE 41-55dB		SEVERE 56-70dB		PROFOUND 71-90dB		SEVERE 91dB & above	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>TOTAL ALL AGES</b>	<b>515</b>	<b>100%</b>	<b>143</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	<b>64</b>	<b>100%</b>	<b>82</b>	<b>100%</b>	<b>150</b>	<b>100%</b>
Under 3 Years	13	3%	0	-	0	-	1	2%	6	7%	6	4%
3 to 5	45	9%	4	3%	6	8%	7	11%	7	9%	21	14%
6 to 9	106	21%	37	26%	18	24%	13	20%	14	17%	24	16%
10 to 13	146	28%	51	36%	24	32%	17	27%	20	24%	34	23%
14 to 17	142	28%	39	27%	18	24%	17	27%	25	30%	43	29%
18 and over	63	12%	12	8%	10	13%	9	14%	10	12%	22	15%

<sup>a</sup>Includes those students with a hearing impairment only but excludes 17 such students for whom age and severity of loss data were not reported.



TABLE N

NUMBER AND PERCENT DISTRIBUTION OF STUDENTS IN NEBRASKA  
 WITH A HEARING IMPAIRMENT AND A VISUAL HANDICAP  
 BY DEGREE OF LOSS AND AGE, 1982-83<sup>a</sup>

AGE IN YEARS	ALL LOSSES		MILD < 41dB		MODERATE 41-55dB		SEVERE 56-70dB		SEVERE 71-90dB		PROFOUND 91dB & above	
	N	%	N	%	N	%	N	%	N	%	N	%
TOTAL ALL AGES	76	100%	29	100%	10	100%	9	100%	11	100%	17	100%
Under 3 Years	2	3%	1	3%	0	-	0	-	0	-	1	6%
3 to 5	11	15%	5	17%	1	10%	2	22%	3	27%	0	-
6 to 9	14	18%	5	17%	3	30%	2	22%	1	9%	3	18%
10 to 13	14	18%	8	28%	0	-	1	11%	1	9%	4	24%
14 to 17	21	28%	5	17%	3	30%	2	22%	3	27%	8	47%
18 and over	14	18%	5	17%	3	30%	2	22%	3	27%	1	6%

<sup>a</sup>Excludes 13 students with both a hearing impairment and a visual handicap for whom age and severity of loss data were not reported.

TABLE 0

NUMBER AND PERCENTAGE DISTRIBUTION OF  
VISUALLY HANDICAPPED STUDENTS IN NEBRASKA,  
BY AGE AT ONSET OF VISUAL HANDICAP, 1982-83<sup>a</sup>

AGE AT ONSET OF VISION LOSS	VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%
<u>TOTAL STUDENTS</u>	<u>231</u>	<u>100%</u>	<u>47</u>	<u>100%</u>
At Birth	196	85%	39	83%
Under 1 year	9	4%	8	17%
1 year	-	-	-	-
2 years	2	1%	-	-
3 years	4	2%	-	-
4 years	7	3%	-	-
5 years	1	*	-	-
6 years	-	-	-	-
7 years & over	12	5%	-	-

<sup>a</sup>Excludes 74 students who have only a visual handicap and 42 students who have both a hearing and a visual handicap, for whom data were not reported or was unknown.

\*Less than 1%





TABLE P

NUMBER AND PERCENTAGE DISTRIBUTION OF  
 VISUALLY HANDICAPPED STUDENTS IN NEBRASKA  
 BY CAUSE OF VISUAL HANDICAP, 1982-83<sup>a</sup>

CAUSE OF VISUAL HANDICAP	TOTAL		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%
<b>TOTAL CHILDREN</b>	<b>334</b>		<b>278</b>		<b>56</b>	
Cataracts	34	10%	26	9%	8	14%
Glaucoma	8	2%	8	3%	-	-
Diabetes	2	1%	1	*	1	2%
Maternal Rubella	11	3%	3	1%	8	14%
Retrolental Fibroplasia	24	7%	21	8%	3	5%
Optic Nerve Atrophy	49	15%	41	15%	8	14%
Albinism	19	6%	17	6%	2	4%
Nystagmus	80	24%	73	26%	7	13%
Retinitis Pigmentosa	10	3%	8	3%	2	4%
Macular Degeneration	9	3%	9	3%	-	-
Retinal Degeneration	11	3%	11	4%	-	-
Amblyopia	21	6%	19	7%	2	4%
Other Heredity	39	12%	36	13%	3	5%
Injury or Accident	13	4%	11	4%	2	4%
Other	146	44%	114	41%	32	57%

<sup>a</sup>Excludes 60 students for whom cause of visual handicap was not reported.

\*Less than 1%



TABLE Q

NUMBER AND PERCENTAGE DISTRIBUTION OF  
ALL VISUALLY IMPAIRED STUDENTS IN NEBRASKA,  
BY RECENCY OF VISUAL EXAMINATION, 1982-83<sup>a</sup>

YEAR of VISUAL EXAM	VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%
<u>TOTAL STUDENTS</u>	<u>253</u>	<u>100%</u>	<u>53</u>	<u>100%</u>
1983	12	5%	-	-
1982	66	26%	11	21%
1981	51	20%	18	34%
1980	83	33%	10	19%
1979	12	5%	4	7%
1978	8	3%	3	6%
1977 or earlier	21	8%	7	13%

<sup>a</sup> Excludes 52 students who have only a visual handicap and 36 students who have both a visual and a hearing handicap, for whom data were not reported.



TABLE R

NUMBER AND PERCENTAGE DISTRIBUTION OF  
 VISUALLY HANDICAPPED STUDENTS IN NEBRASKA,  
 BY FIELD OF VISION EXAMINATION RESULTS, 1982-83<sup>a</sup>

FIELD OF VISION	VISUALLY HANDICAPPED ONLY		HEARING & VISUALLY HANDICAPPED	
	N	%	N	%
<u>Total known</u> <u>Information</u>	<u>109</u>	<u>100%</u>	<u>19</u>	<u>100%</u>
Normal both eyes	31	28%	5	26%
Restricted both eyes	65	60%	10	53%
One eye restricted, other eye normal	13	12%	1	5%
One eye restricted, other eye unknown status	0	-	2	11%
One eye normal, other eye unknown status	0	-	1	5%

<sup>a</sup> Excludes 196 students who have only a visual handicap and 70 students who have both a visual and a hearing handicap, for whom data were not reported.



TABLE S

NUMBER AND PERCENTAGE DISTRIBUTION OF  
 VISUALLY HANDICAPPED STUDENTS IN NEBRASKA,  
 BY RESULTS OF LOW VISION EXAMINATIONS, 1982-83<sup>a</sup>

LOW VISION EXAMINATION	TOTAL		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%
<u>TOTAL</u>	<u>337</u>	<u>100%</u>	<u>278</u>	<u>100%</u>	<u>59</u>	<u>100%</u>
Not Tested	174	52%	151	54%	23	39%
Tested	163	48%	127	46%	36	61%
<u>TOTAL TESTED</u>	<u>163</u>	<u>100%</u>	<u>127</u>	<u>100%</u>	<u>36</u>	<u>100%</u>
Aids Prescribed	69	42%	57	45%	12	33%
Not Prescribed	94	58%	70	55%	24	67%

<sup>a</sup>Excludes 27 students who have only a visual handicap and 30 students who have both a hearing and a visual handicap, for whom data were not reported.



TABLE TDISTRIBUTION OF DISTANCE VISION RESULTS FOR CHILDREN WITH VISUAL HANDICAP ONLY, 1981-82

<u>LEFT EYE</u>	<u>TOTAL STUDENTS</u>	<u>Near Normal Vision</u> 20/10-20/60	<u>Moderate Impairment</u> 20/70-20/160	<u>Severe Impairment</u> 20/200-20/400	<u>Profound Impairment</u> 20/500-20/1000	<u>Data Not Reported</u>
<u>RIGHT EYE</u>						
<u>TOTAL STUDENTS</u>	<u><u>305</u></u>	<u><u>39</u></u>	<u><u>25</u></u>	<u><u>39</u></u>	<u><u>53</u></u>	<u><u>149</u></u>
<u>Near Normal Vision</u> 20/10-20/60	<u><u>47</u></u>	25	5	6	8	3
<u>Moderate Impairment</u> 20/70-20/160	<u><u>29</u></u>	5	16	3	4	1
<u>Severe Impairment</u> 20/200-20/400	<u><u>38</u></u>	4	3	27	3	1
<u>Profound Impairment</u> 20/500-20/1000	<u><u>46</u></u>	4	1	3	<u><u>37</u></u>	1
<u>Data not reported</u>	<u><u>145</u></u>	1	—	—	1	143



TABLE U

DISTRIBUTION OF DISTANCE VISION RESULTS FOR CHILDREN  
WITH BOTH HEARING AND VISUAL HANDICAPS, 1981-82

LEFT EYE RIGHT EYE	TOTAL STUDENTS	Near Vision 20/10-20/60	Normal Impairment 20/70-20/160	Moderate Impairment 20/200-20/400	Severe Impairment 20/500-20/1000	Profound Impairment 20/500-20/1000	Data Not Reported
TOTAL STUDENTS	<u>89</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>76</u>	
Near Normal Vision 20/10-20/60	<u>7</u>	<u>4</u>	<u>—</u>	<u>1</u>	<u>2</u>	<u>—</u>	
Moderate Impairment 20/70-20/160	<u>2</u>	<u>—</u>	<u>1</u>	<u>—</u>	<u>1</u>	<u>—</u>	
Severe Impairment 20/200-20/400	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	
Profound Impairment 20/500-20/1000	<u>4</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>3</u>	<u>1</u>	
Data not reported	<u>76</u>	<u>—</u>	<u>—</u>	<u>1</u>	<u>—</u>	<u>75</u>	



TABLE VNUMBER AND PERCENTAGE DISTRIBUTION OF READING MODES  
OF VISUALLY HANDICAPPED CHILDREN, 1982-83<sup>a</sup>

READING MODES	TOTAL		VISUALLY HANDICAPPED ONLY		HEARING and VISUALLY HANDICAPPED	
	N	%	N	%	N	%
<u>TOTAL CHILDREN</u>	<u>230</u>		<u>204</u>		<u>26</u>	
Braille	35	15%	34	17%	1	4%
Large Print	78	34%	71	35%	7	27%
Recorded Materials	48	21%	46	23%	2	8%
Regular Print	148	64%	128	63%	20	77%
Other	15	7%	14	7%	1	4%

<sup>a</sup>Excludes 25 students for whom this questionnaire item was left blank and 139 students who were non-readers.



Figure 1: Distribution of Sensory Impaired Children by Educational Service Unit in Nebraska, 1982 - 1983

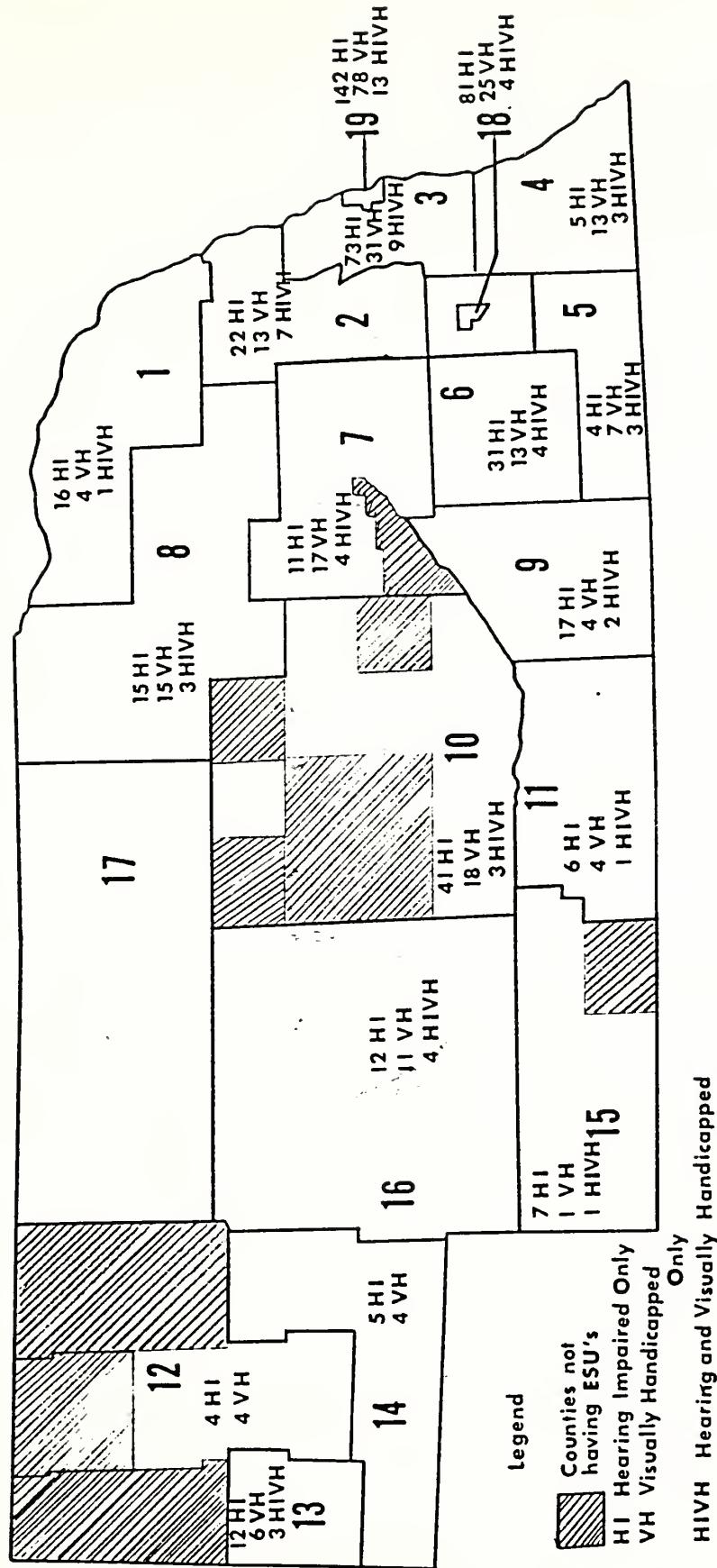




Figure 2: Percentage Distribution by Age of Sensory Impaired Children in Nebraska, 1982 - 1983

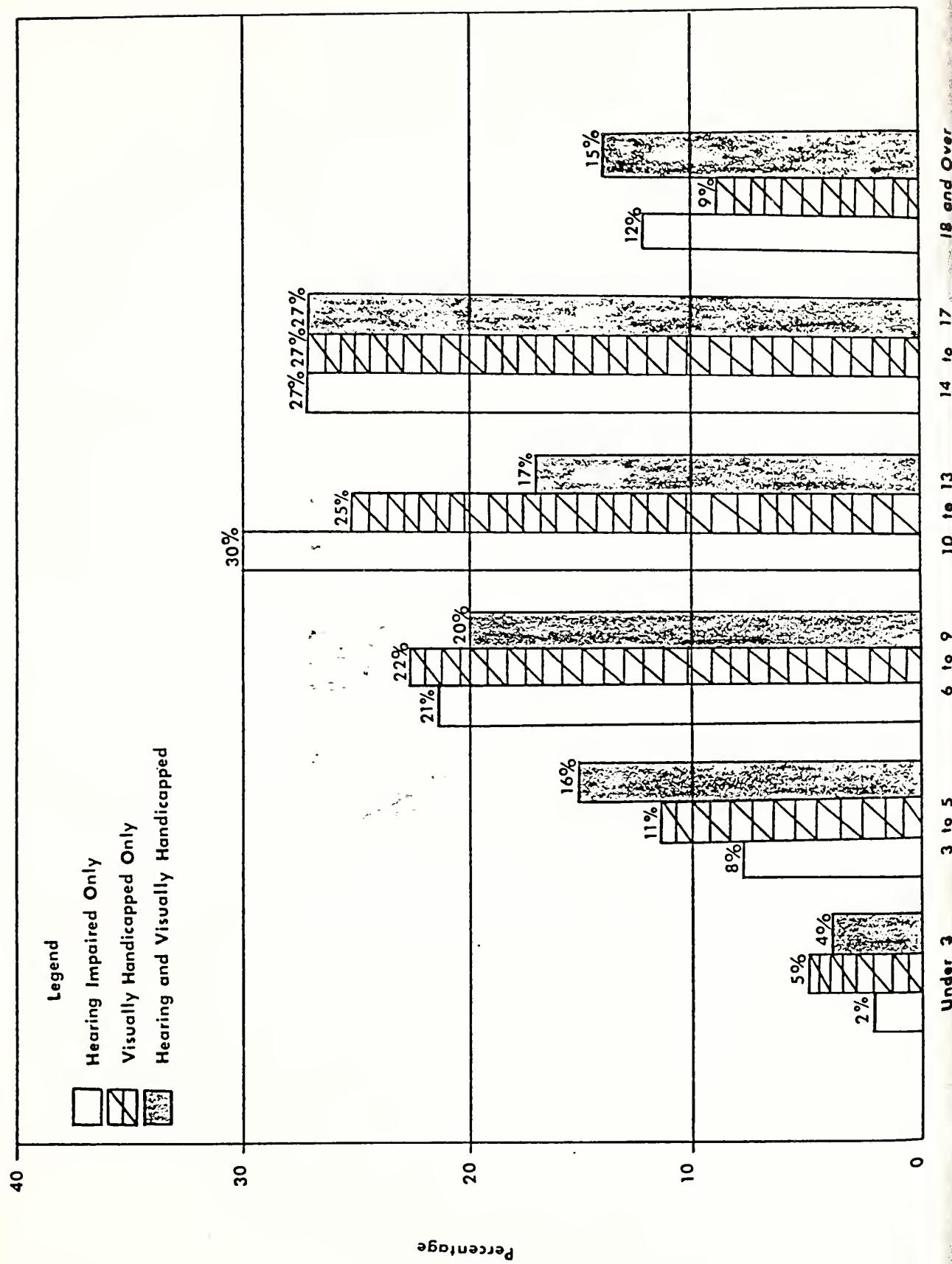
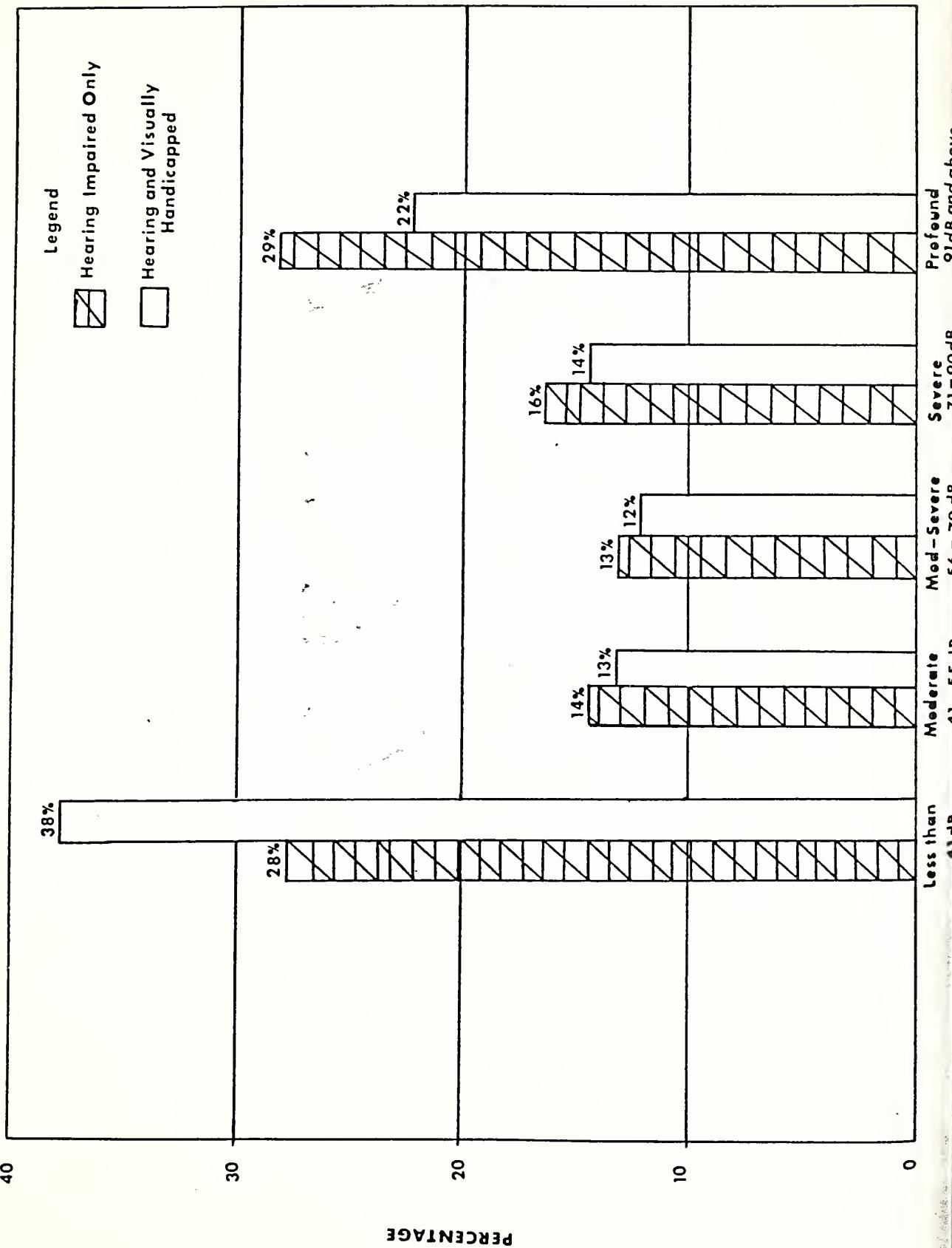




FIGURE 3: Percentage Distribution of Hearing Impaired Children by Degree of Hearing Loss, 1982 - 83

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